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ABSTRACT

An instructor's manual and student activity guide on fashion shows are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, thirteen instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and materials for duplication). The student activity guide is organized into four parts: modeling; scenery, props, and lighting; theme, commentary, and music; and publicity and programs. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a display maker, model, salesperson, fashion coordinator, and buyer conclude the document. (JH)

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ED169377

DISTRIBUTIVE EDUCATION-FASHION SHOW

Kit No. 88

INSTRUCTOR'S MANUAL

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1978

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TITLE OF ACTIVITY

Kit No. 88 – Distributive Education – Fashion Show

DURATION

Main Activity – 3 periods
Follow-up Activity – 1-5 periods

GOALS

Part A

The student will become familiar with several techniques of modeling.

The student will practice and perform modeling techniques that can be used in a fashion show.

Part B

The student will become familiar with several types of scenery, props, and lights that can be used to present a fashion show.

The student will develop ideas for scenery and props to be used in a fashion show.

Part C

The student will become familiar with several different types of themes that may be used in a fashion show.

The student will become familiar with commentary used in a fashion show.

The student will become familiar with types of music used for different fashion shows.

Part D

The student will become familiar with several ways to publicize a fashion show.

The student will become familiar with a type of program used for a fashion show.

INSTRUCTIONAL OBJECTIVES

Part A

Given appropriate instruction, the student will execute two basic modeling stances on the portable runway.

Given appropriate instruction, the student will execute a modeling walk.

Given appropriate instruction, the student will execute a four-step turn.

Given appropriate instruction, the student will execute a sportswear stance.

Part B

Given a theme for a fashion show, the student will describe how to build a backdrop and what scenery to use for that theme.

Given a theme, the student will list props which could be used to accompany that theme.

Given a spotlight and instructions, the student will operate the spotlight, keeping it directed toward a walking person.

Part C

Given different themes, the student will decide upon a theme that is suitable for clothes that are to be shown in a fashion show.

Given a theme for a fashion show and an outfit of clothing, the student will write a paragraph that describes that outfit.

Given a theme, the student will list types of music that would go along with the fashion show theme.

Part D

Given appropriate information, the student will write a news release to publicize a fashion show.

Given a theme and information, the student will design a poster to promote a fashion show.

Given information and materials, the student will list the information needed on a program for a fashion show.

VOCATIONAL CLUSTERS

Home Economics
Office Occupations

ACTIVITY IMPLEMENTATION

A. Activity Description

This activity is divided into 4 parts: (1) Modeling; (2) Scenery, Props, and Lighting; (3) Theme, Commentary, and Music; (4) Publicity and Programs. Each part is an individual instructional packet. Students

should be introduced to these activities; then they decide on which part they would like to work. The class will probably not be divided evenly; for example, five students work with scenery, props, and lighting; ten with modeling, etc. Every student should take part in some manner; and with the variety of activities available, students should be able to fit in easily.

This activity is constructed so that the students will be able to present a show right in their own classroom or for other people in the school. This can be done when the students have completed the activity packets. The ideal situation would be to acquire the help of a retail store in furnishing clothes, but this is not necessary. The students may simply model their own clothes, planning in advance what is to be shown. If this is the case, the instructor should know what clothes will be worn so that the students working with props, scenery, and theme can choose ideas that revolve around these garments.

The individual activity packets cover basic instruction associated with modeling, scenery, props, lighting, commentary, theme, music, publicity, and programs. All of the students can work on the different activities at the same time. After this basic instruction, the students should be able to relate this information to their own situation. Suggestions are given in each activity on themes, scenery, props, commentary, etc., that can be used to carry out the fashion show.

B. Safety

The X-acto knife or cutting blade should be handled very carefully.

Students should be careful with their free hand when using the staple gun.

Students should be careful not to trip when entering and leaving portable runway.

The spotlight should be handled carefully so a student will not be burned on the hottest part of the light.

C. Materials Required

1. Audio Visual Equipment
   Record player (optional)
   Cassette player-recorder (optional)
   Filmstrip projector
   Projection screen
2. Technical Equipment
   1 Portable runway
   2 Spotlights
   2 Cassette tape player-recorders
   5 Blank cassette tapes
   1 Staple gun
   1 X-acto knife
   Filmstrip and cassette – Fashion on Parade
3. Expendable Materials
   Spray paint or tempera paint
   Felt markers – assorted colors
   Staples for staple gun
   Construction paper
   Posterboard
   Index cards
   8½"x11" paper (21.59x27.94 cm)
   Large cardboard box from appliance store
   Prerecorded cassette tape – music
   10-15 yards (9.14–13.72 m) felt material or crepe paper for backdrop

D. Preparation Prior to Class

If you are not familiar with the activities, you should read through the Student Activity Guide to become acquainted with the tasks involved. Secure all the expendable materials and audio visual equipment before the activities begin.

Individual desks or tables in the classroom would be an adequate place at which to set up a work station for those students working on Parts B, C, and D.

At each station, place the following:
1 Student Activity Guide
Poster board and felt markers or tempera paint – for Part D only

At a separate location in the classroom, the runway should be placed. Students working with Part A will complete their activities on the runway. Students working on Part B will need to come to the runway at one point in their work.

E. During Class Session

INTRODUCTION – The tasks that you will perform are activities to introduce you to the area of Distributive Education. These tasks are all necessary in order to present a fashion show. You may be called upon to do

any of these tasks if you are working in a business relating to Distributive Education. There are four different activity groups from which you may choose: (1) Modeling (2) Scenery, Props, and Lighting (3) Theme, Commentary and Music (4) Publicity and Programs.

(It is suggested that at this time, the slide presentation, Fashion on Parade, be shown to help give students an idea of what is involved in a fashion show. After the presentation, the students should decide in what area they wish to work. Students should be divided among the four areas, but they do not have to be divided evenly.)

Now that you have decided what activity to follow, go to your area to begin work. You will find student booklets and equipment to help you learn how to present a fashion show. Follow the directions in the booklet; when you need a checkpoint, handout, or any of your work checked, come to the instructor's desk.

TO INSTRUCTOR – You should be available to help students. Enough handouts and checkpoints should be duplicated and ready to distribute to students when needed. Some groups may complete the activities before other groups. If so, those students could begin planning and working on the actual fashion show or another follow-up activity.

F. Follow-up Activities

The main follow-up activity is for the students to actually present a fashion show. This may be as simple or as elaborate as time and facilities permit. A fashion show in the classroom can be a great promotional tool for the class. Be sure to invite the school administrators and, if policy permits, other students. Students should be able to perform the activities successfully, but time and practice will be needed.

Other follow-up activities:

1. Using the VIEW Fact Sheet, students should report on at least one of the following occupations:
   - -- Buyer
   - -- Department Store Salesperson
   - -- Fashion Model
   - -- Manager, Department Store
   - -- Commercial Artist
   - -- Designer, Fashion
   - -- Radio and TV Announcer

2. Attend a fashion show at a local retail store. Make a report on the theme, scenery, props, and lighting used.
3. Visit a retail store that employs a fashion coordinator. Have the coordinator show the students all the different departments that work together to put on a fashion show.
4. Invite a fashion coordinator to speak to the class on that occupation.
5. Students visit retail stores and write down all the display props they see that could be used in a fashion show.
6. Students watch the newspapers for announcements and ads to see if any fashion shows are being presented. Bring the announcements to class. Discuss how they were written.
7. Students interview five people who have attended a fashion show within the last year. Write down what each person says was the most outstanding part of the show.
8. Students make a list of all the special events, seasons, holidays that take place during the year. Discuss how these events can be developed into a theme for a fashion show.
9. Interview fashion personnel in different stores to see how often their store presents a fashion show. Discuss results.

ANSWER KEY

Part A

Objective I

Observe student performance.

Objective II

Observe student performance.

Objective III

Observe student performance.

Objective IV

Observe student performance.

Part B

Objective I

1. a. Cut the top and bottom from the box
   b. Cut the box from top to bottom at one corner
   c. Open out box and bend corners slightly to make it stand alone
2. a. Painted
   b. Cover with felt or crepe paper, and attach paper or felt designs on backdrop
3. Answers will vary. Suggested answers:
   Hearts of different sizes
   Cupids
   Flowers – Roses
   Words like "Love" and "Sweetheart"
   Red and white colors

Objective II

Answers will vary. Suggested answers:
Beach balls
Surfboards
Seashells
Fish net
Water skis
Beach towels

Objective III

Observe student performance

Part C

Objective I

Answers will vary. Suggested answers:
Back-to-school themes
Fall themes

Objective II

Answers will vary.
Use the handout on Commentary as a guide. Look for descriptive terms that relate to a theme or idea.

Objective III

1. a. Tape player
   b. Record player
2. a. Singing
   b. Band or musical group
3. Answers will vary. Suggested answers:
   "Let Me Call You Sweetheart"
   "I Love You Truly"
   "Heart of My Heart"
   Other popular love songs

Part D

Objective I

The students of Mr. Jones' 5th period class will present a fashion show on March 20 at 1:30 p.m. in room 205. The purpose of the show is to present the work that is being done in this class.

Objective II

Posters will vary. Check to make sure all necessary information is included.

Objective III

1. 8½" x 11" (21.59 x 27.94 cm) plain paper, folded once.
2. By whom the show is presented
   People involved in each of the areas:
   Modeling
   Commentary
   Music
   Scenery
   Props
   Lighting
   Publicity
   Programs

MASTERS FOR DUPLICATION

1. VIEW Fact Sheet
2. Part B, Checkpoint, Objective I
3. Part B, Checkpoint, Objective II
4. Part C, Checkpoint, Objective I
5. Part C, Checkpoint, Objective II
6. Part C, Checkpoint, Objective III
7. Part D, Checkpoint, Objective I
8. Part D, Checkpoint, Objective II
9. Part D, Checkpoint, Objective III

10. Part B, Handout, Objective I, Scenery for a Fashion Show
11. Part B, Handout, Objective II, Props for a Fashion Show
12. Part C, Handout, Objective II, Commentary – Opening Remarks
13. Part C, Handout, Objective II, Suggested Clothing Descriptions
14. Part C, Handout, Objective II, Practice Commentary
15. Part C, Handout, Objective III, Music for a Fashion Show
16. Part D, Handout, Objective I, Writing a News Release

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

CHECKPOINTS FOR PARTS B, C, AND D

PART B

CHECKPOINT: OBJECTIVE I

1. A backdrop for a fashion show can be built by using a cardboard box obtained at a local appliance store. Tell the steps you can take to turn this box into a backdrop.

   a. _____

   b. _____

   c. _____

2. Give two ways scenery can be put on the backdrop.

   a. _____

   b. _____

3. Using the theme "Let Me Call You Sweetheart" (Valentine's Day theme), list several ideas that could be used for scenery.

   _____

   _____

   _____

   _____

PART B

CHECKPOINT: OBJECTIVE II

Using the theme, "Down by the Seashore," list several props that could be used on the stage or runway during a fashion show.

_____

_____

_____

_____

_____

PART C

CHECKPOINT: OBJECTIVE I

Using clothes that would be suitable for school, decide upon two different themes that would go along with these clothes in presenting a fashion show.

_____

_____

PART C

CHECKPOINT: OBJECTIVE II

Using an outfit consisting of pants and sweater, write commentary that would go along with the clothes. After writing the commentary, record it on the tape recorder.

PART C

CHECKPOINT: OBJECTIVE III

1. List two ways background music may be supplied for a fashion show.

   a. _____

   b. _____

2. List two types of entertainment that may be offered before or during a fashion show.

   a. _____

   b. _____

3. Using a seasonal theme such as "Valentine's Day," list several pieces of music that would go along with that theme.

   _____

   _____

   _____

   _____

   _____

PART D

CHECKPOINT: OBJECTIVE I

Using the following information write a news release for a fashion show.

WHO – Mr. Jones' 5th period class

WHAT – A Fashion Show

WHEN – March 20 at 1:30

WHERE – Room 205

WHY – To present the work that is being done in the class.

RELEASE:

PART D

CHECKPOINT: OBJECTIVE II

Using the following information, make a poster to announce a fashion show:

WHO – Mrs. Smith's 3rd Period Class

WHAT – A Valentine's Day Fashion Show

WHEN – February 14 at 10:30

WHERE – Room 103

Use poster paper and felt markers or paints.

PART D

CHECKPOINT: OBJECTIVE III

1. The program for a fashion show can be made out of _____

_____

2. List the information that should be included inside a program for a fashion show.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

HANDOUTS FOR PARTS B, C, AND D

PART B

HANDOUT: OBJECTIVE I

SCENERY FOR A FASHION SHOW

Themes	Suggested Scenery
"Back to School" (Fall and Winter clothes)	School building, books and notebooks, pencils, rulers, numbers
"Come Play with Us" (Sportswear)	All types of sporting events – tennis, baseball, etc. Pictures of athletes, sports cars
"Harvest of Fashion" (Fall clothes)	Trees, falling leaves, brown, red and gold colors, horn-of-plenty, pumpkins
"Southern Vacation" (Sportswear and Summer clothes)	Beach scene; water sports – skiing, boating, swimming; seashells
"Gangway for Fashion" (Cruise wear and sportswear)	Blue water, ship's railing, roped gangway, nautical scenery
"Spotlights on Fashion" (General theme)	Different types of lights, names of movies or plays, posters of famous movie stars

PART B

HANDOUT: OBJECTIVE II

PROPS FOR A FASHION SHOW

Themes	Suggested Props
"Back to School" (Fall and Winter clothes)	School desk, bus stop sign, chairs, small chalkboard, maps or charts
"Come Play with Us" (Sportswear)	Footballs, basketballs, baseballs and bats, tennis rackets, small motorcycle
"Harvest of Fashion" (Fall clothes)	Pumpkins, bowls and baskets of fruit and vegetables, gardening tools
"Southern Vacation" (Sportswear and Summer clothes)	Surfboard, water skis, beach balls, baskets of seashells, fish net, beach towels, beach umbrella
"Gangway for Fashion" (Cruise wear and sportswear)	Life preservers and floats, anchors (artificial or real), beach balls
"Spotlight on Fashion" (General theme)	Artificial stars and spotlights, mirrors, musical instruments

PART C

HANDOUT: OBJECTIVE II

COMMENTARY – OPENING REMARKS

Below are listed two examples of opening remarks that could be used to start a fashion show.

THEME – "Southern Vacation"

Good afternoon, ladies and gentlemen. Come South with us as we show you what fun a southern vacation can be. We will tour some of our popular vacation spots and let you see what fashions will make your trip the best yet.

THEME – "Back to School"

Good afternoon, ladies and gentlemen. Welcome to (name of store) and to a school year of fashions for the young and young at heart. The school bells are ringing for the most practical and comfortable clothing yet.

PART C

HANDOUT: OBJECTIVE II

SUGGESTED CLOTHING DESCRIPTIONS

Clothing	Don't Say	Do Say
Skirt and blouse	"This is a skirt and blouse"	"The cotton and polyester skirt, belted at the waist, and the matching blouse team up to wear at school or work."
Pants and jacket	"These pants go well with the blazer."	"The blazer is back! This season it's a double-breasted look with tailored pants in wool gabardine."
Man's Suit	"This is a 3-piece suit with coat, pants, and vest."	"Everyone takes a vested interest when a man appears in our 3-piece wool suit."
Evening Dress	"This evening dress is perfect for the prom."	"You'll dance all evening in layered chiffon – falling from the shoulders in graceful folds."

NOTE: Advertisements in newspapers and magazines are excellent sources for clothing descriptions. Ideas you find in these publications can be used in your commentary.

PART C

HANDOUT: OBJECTIVE II

PRACTICE COMMENTARY

Read the commentary, and practice saying it by using the tape recorder.

"It may be cold outside, but you will be warm in 100% wool! This belted coat reaching to mid-calf helps you battle the 30 degree weather. It's lined for comfort and warmth with a hood that protects during those windy and rainy days. (Name of model) is wearing this practical and fashionable style in red, but you may prefer camel or navy blue. It retails for $59.95 in sizes 5 to 13 in our Young Miss department."

PART C

HANDOUT: OBJECTIVE III

MUSIC FOR A FASHION SHOW

Theme	Suggested Music
Seasonal – Spring	Cheerful music. "April Showers," "Carolina in the Morning," "I'm Looking over a Four Leaf Clover," "Tip-Toe Thru the Tulips."
Seasonal – Winter	Any Christmas Music. "Winter Wonderland."
America	Patriotic Songs. "Yankee Doodle Dandy," "America the Beautiful," or songs of different states.
Movies or Plays	Music from the movie or play.
Sports	"Take Me Out to the Ball Game" or other appropriate selections.
Geographic Locations	"Down by the Seashore," "Irish Eyes are Smiling," "Yellow Rose of Texas," "Carolina in the Morning," "April in Paris."
History	"Memories," "Memory Lane," "As Time Goes By," "Happy Days Are Here Again," and Songs popular during different eras, such as the 50's or 60's.

PART D

HANDOUT: OBJECTIVE I

WRITING A NEWS RELEASE

WHO _____

WHAT _____

WHEN _____

WHERE _____

WHY _____

RELEASE:

The students of Mrs. Smith's class will present a fashion show on March 5 at 10:30 in room 103. The purpose of the show is to present the work that is being done in this class.

DISTRIBUTIVE EDUCATION-FASHION SHOW

Kit No. 88

STUDENT

LEARNING ACTIVITY GUIDE

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State Department of Education
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PART A
MODELING

INTRODUCTION

An important part of presenting a fashion show is the modeling of the clothes. This is the part that attracts the most attention and the part the retailer hopes will sell the clothes to the customer. The people who model the clothes for the showing should know the basic skills of modeling and how to show the clothes to the customer in an appealing manner.

Perhaps you have attended a fashion show and noticed the different ways in which a model moves to show the clothes. In this activity you will learn several basic walks and stances that you will use in presenting a fashion show in the classroom. This will give you an idea of what professional models do in order to prepare for a fashion show.

GOALS

1. The student will become familiar with several techniques of modeling.
2. The student will practice and perform modeling techniques that can be used in a fashion show.

DIRECTIONS

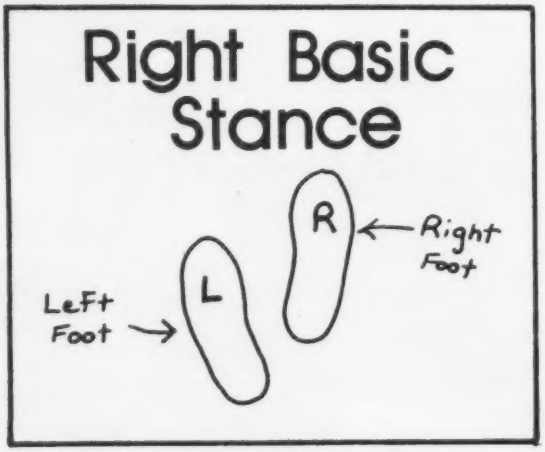
1. Start by reading Objective I and then follow the steps to complete the objective.
2. Complete the checkpoint before going on to the next objective.
3. If you cannot complete the checkpoint, redo the steps and try again before asking for help.
4. Do not make any marks in the programmed text.

MATERIAL

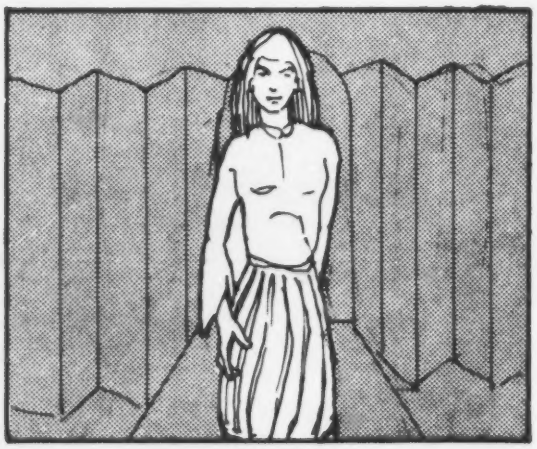
At your station, you should have the following items:

-- A Student Activity Guide, Part A, Modeling
-- Portable runway

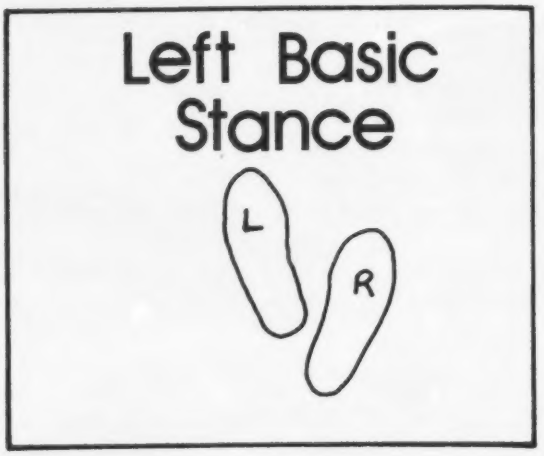
The student will execute two basic modeling stances on the portable runway.



STEP 1 – The basic modeling stance can be either a right basic stance or a left basic stance. For a right basic stance, point right foot straight forward and left foot at an angle as shown in the picture. Practice this on the runway.



STEP 2 – For the right stance, your right arm and hand should be down the right hip. The left arm and hand should be held a little behind you. This is shown in the picture. Practice this stance.



STEP 3 – For a left basic stance, place the left foot forward and the right foot at an angle as shown in the picture. Practice this on the runway.

STEP 4 – For the left stance, your left arm and hand should be down the left hip. The right arm and hand should be held a little behind you. This is shown in the picture. Practice this stance.

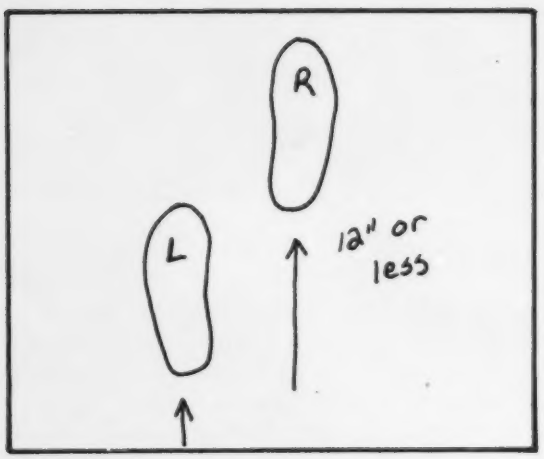
Check Point

Ask your instructor to observe you as you perform the right basic stance with the correct arm and hand position. Follow with the left basic stance with the correct arm and hand positions. If these stances are correct, go on to the next objective. If they are wrong, redo the steps to the checkpoint.

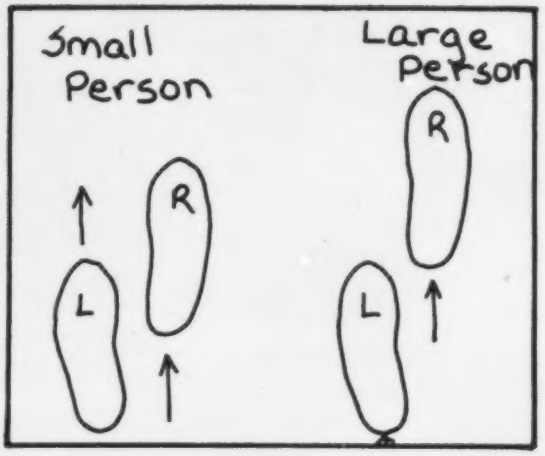
Instructional Objective 11

The student will execute a modeling walk.

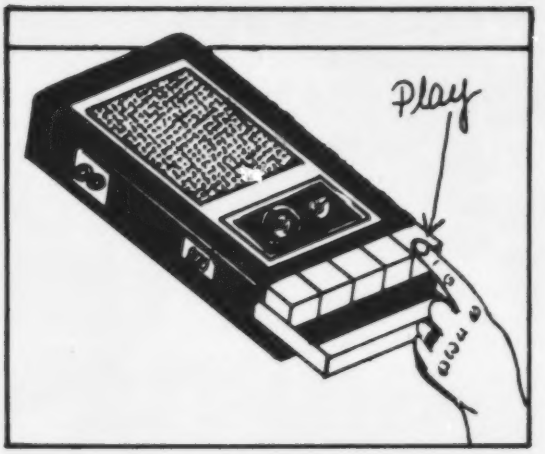
STEP 1 – Begin by making the basic right or left stance.



STEP 2 – Move the front foot first. Take small steps, no longer than 12 inches (30.48 cm) as shown in the picture.

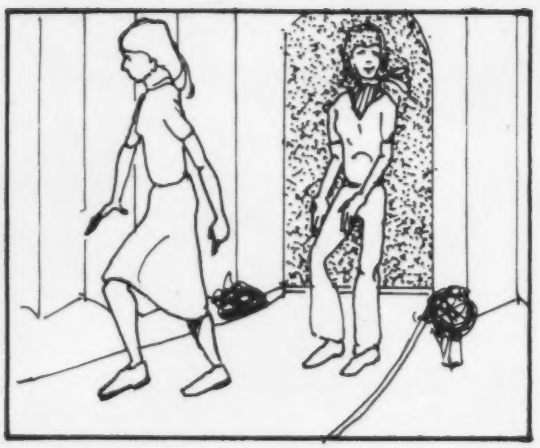


STEP 3 – Smaller persons take smaller steps, larger persons take larger steps. Practice the length of step that is natural for your size.



STEP 5 – Most fashion shows include some type of music by which the models walk. When walking, walk with the music. Do not take steps on the exact beat of the music but walk naturally. Walk slower with slow music, faster with fast music.

Go to your instructor and get the cassette player. Push the PLAY button and practice walking with the music.



STEP 4 – Move arms in rhythm with the movement of the feet; left arm is forward when right foot is forward and right arm is forward when left foot is forward. Do not swing arms too far out. Practice this walk as shown in the picture.

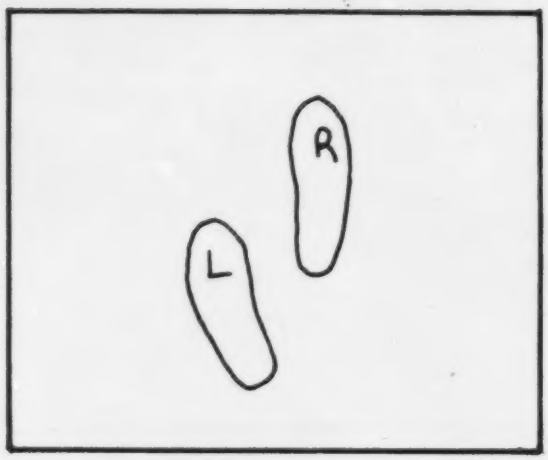
Check Point

Ask your instructor to observe you as you perform a modeling walk to music.

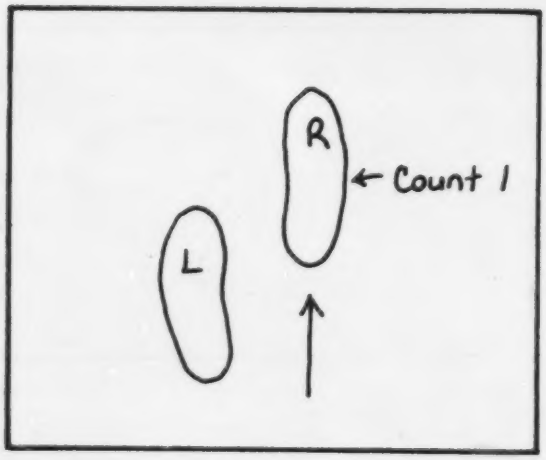
If this walk is correct, go on to the next objective. If the walk is wrong, redo the steps to the checkpoint.

Instructional Objective III

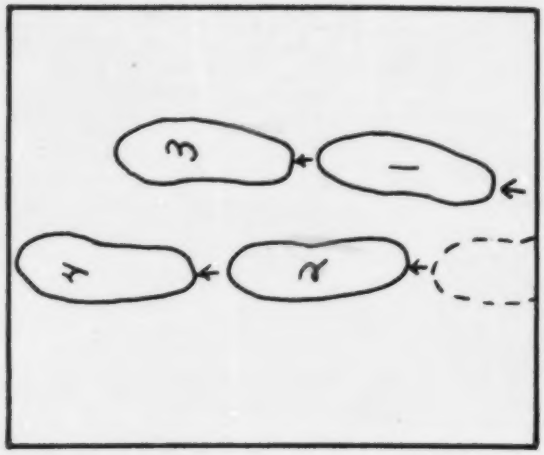
The student will execute a four-step turn.



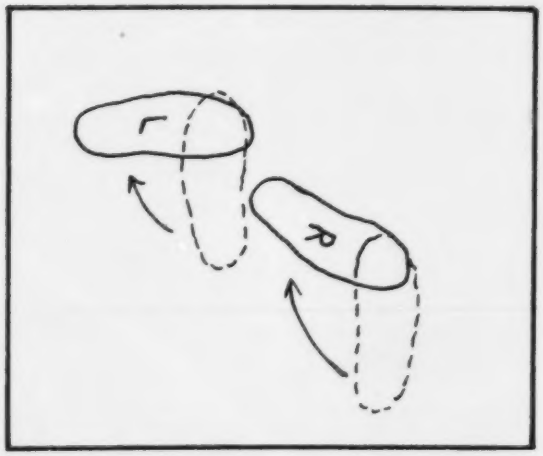
STEP 1 – Begin by making the basic right stance.



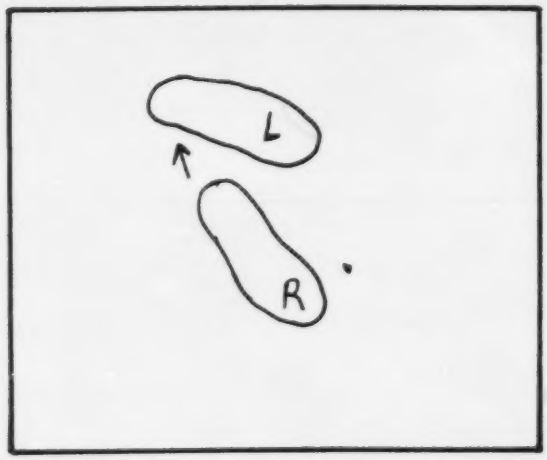
STEP 2 – Take four steps, starting with the right foot as the first step and counting 1.



STEP 3 – Continue to walk as you count off the steps. Stop on the 4th step.



STEP 4 – On the 4th step, pivot (turn on the balls of both feet) in the right direction. Face back the way you began.



STEP 5 – Complete the turn by pulling the right foot back into a basic stance.

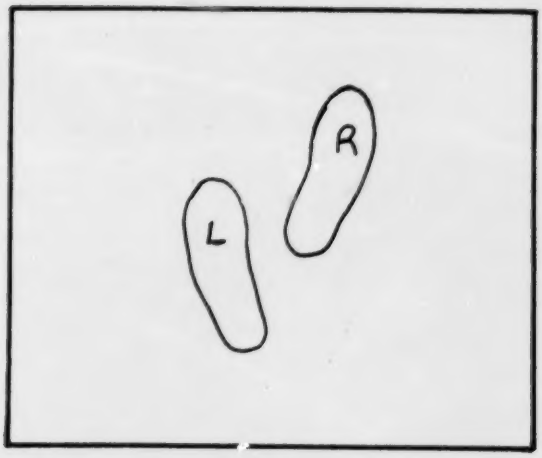
Check Point

Ask your instructor to observe you as you perform a four-step turn.

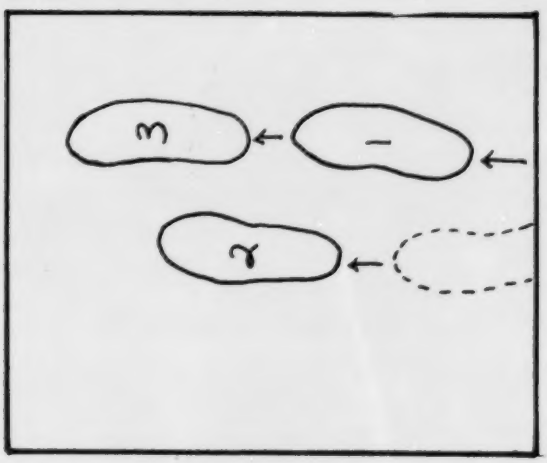
If the turn is performed smoothly and correctly, go on to the next objective. If the turn is wrong, redo the steps to the checkpoint.

Instructional Objective IV

The student will execute a sportswear stance.

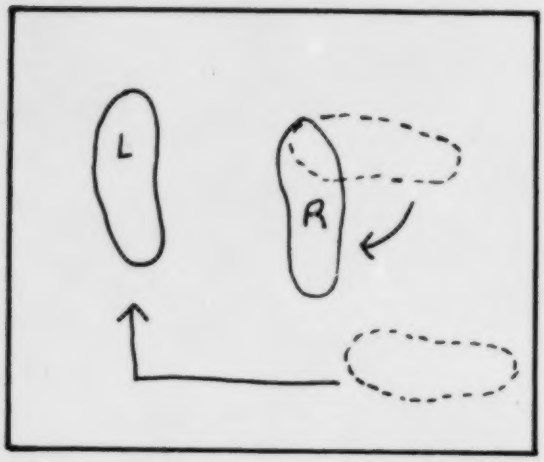


STEP 1 – The sportswear stance is good to use when showing pants or any type of clothes with width at the legs. Begin by making the basic right stance.

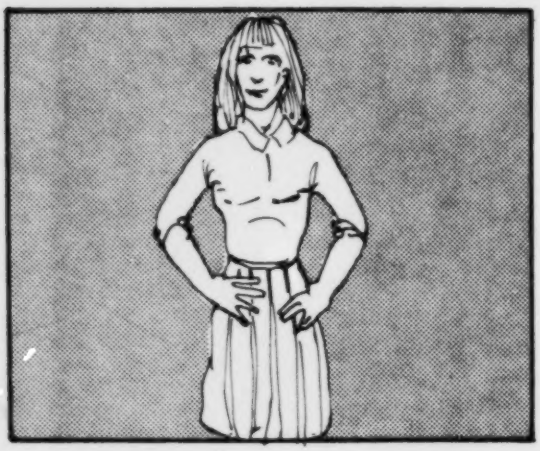


STEP 2 – Beginning the steps with the right foot, take three steps. Follow the steps as shown in the picture.

33



STEP 3 – After the 3rd step, lift up the left foot slightly and pivot to the right on the right foot. Place the left foot down about 12 to 14 inches (30.48 to 35.56 cm) from the right foot. Follow the steps as shown in the picture.



STEP 4 – After the stance is completed, place hands on hips just below the waist as shown in the picture.

Check Point

Ask your instructor to observe you as you perform a sportswear stance. If the stance is performed incorrectly, redo the steps to the checkpoint.

PART B
SCENERY, PROPS, AND LIGHTING

INTRODUCTION

The main purpose of a fashion show is to sell the clothes that are modeled. Without attractive scenery, props, and lighting, the show will not be interesting, and the clothes will not look as appealing. The people who work with the background of a fashion show must know how different equipment and materials make an attractive display for the audience.

You may have watched a fashion show and observed some of the scenery, props, and lighting that was used as a background. In this activity, you will learn about some of these background materials and how they can be used for a theme in a fashion show. This will help you understand what fashion coordinators and display employees do to prepare for a fashion show.

GOALS

1. The student will become familiar with several types of scenery, props, and lighting that can be used to present a fashion show.
2. The student will develop ideas for scenery and props to be used in a fashion show.

DIRECTIONS

1. Start by reading Objective I and then follow the steps to complete the objective.
2. Complete the checkpoint before going on to the next objective.
3. If you cannot complete the checkpoint, redo the steps and try again before asking for help.
4. Do not make any marks in the programmed text.

MATERIAL

At your station, you should have the following items:

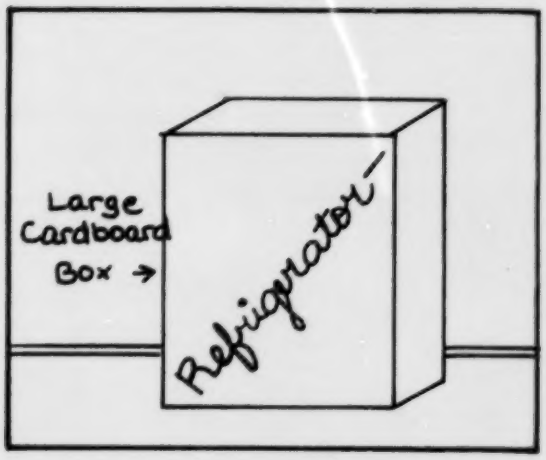
- A Student Activity Guide, Part B, Scenery, Props, and Lighting

PART B

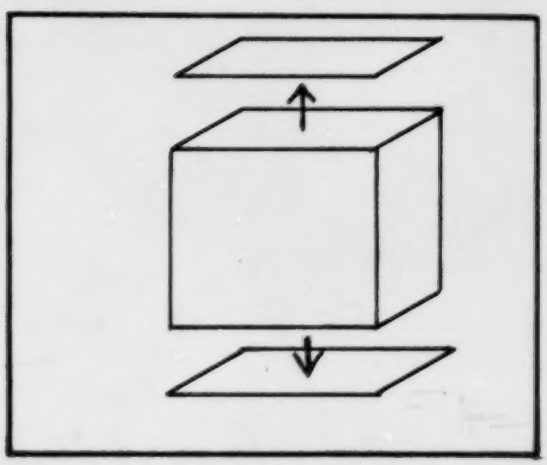
SCENERY, PROPS, AND LIGHTING

Instructional Objective 1

Given a theme for a fashion show, the student will describe how to build a backdrop and what scenery to use for that theme.

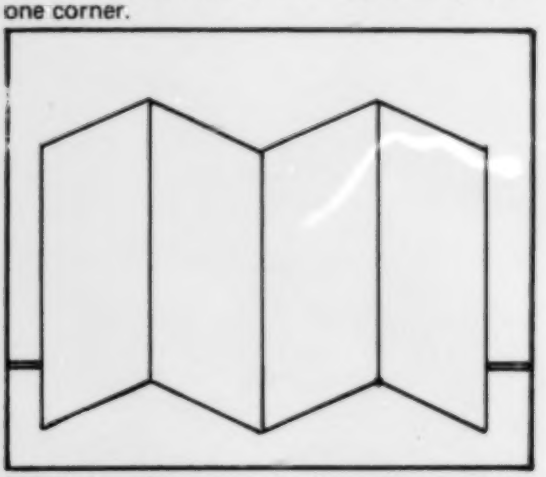


STEP 1 – Using the sample theme, "Swing Into Spring," begin the plan for scenery. One way a backdrop can be built is by using large cardboard boxes obtained in an appliance store.

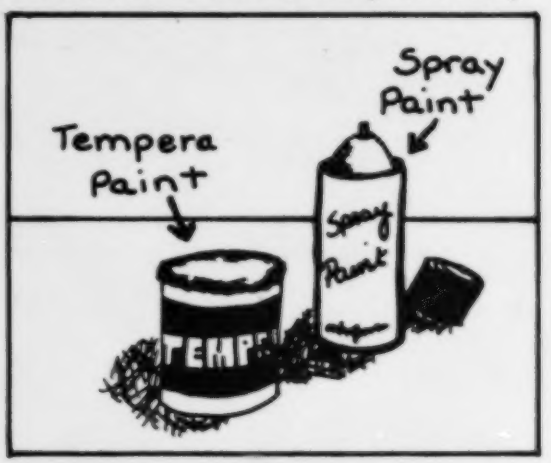


STEP 2 – Cut the top and bottom from the box.

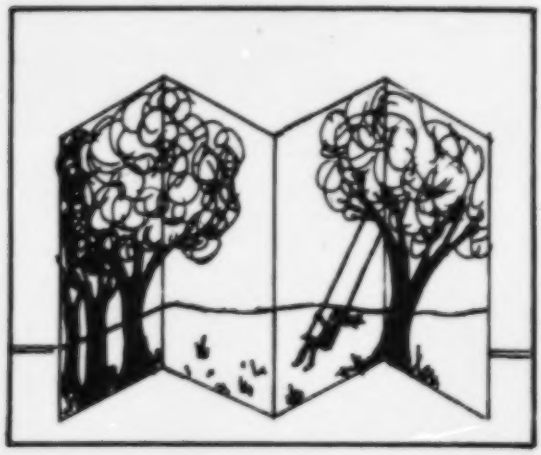
STEP 3 – Cut the box from top to bottom at one corner.



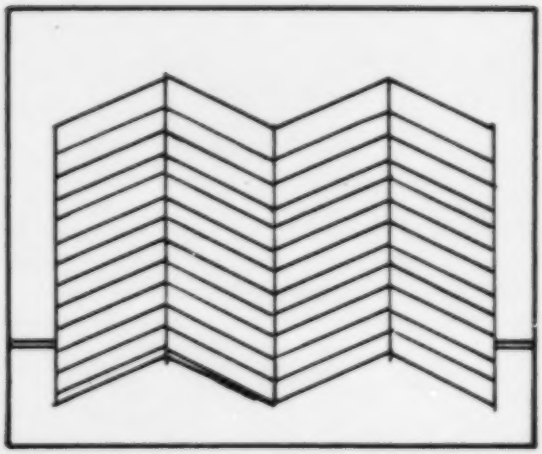
STEP 4 – Open out the box. With a slight bend at the corners, the box will stand alone. You have now made a backdrop for scenery.



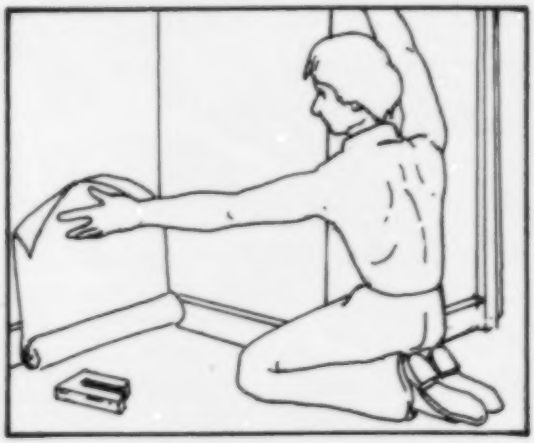
STEP 5 – The box could now be painted with tempera or spray paints.



STEP 6 – For a spring theme, a scene that shows items relating to spring can be painted like the one shown in the picture.



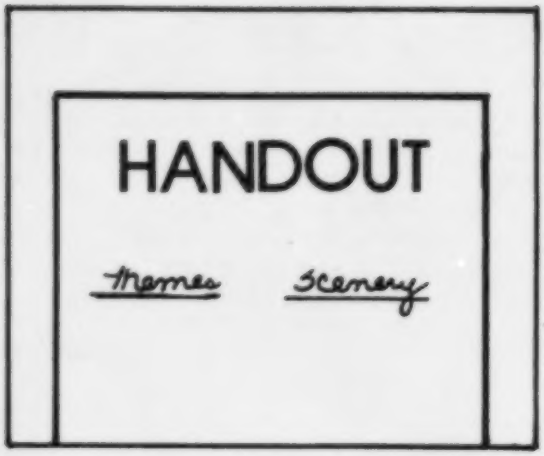
STEP 7 – The scenery does not have to be a picture but could be shapes or designs painted on in a pleasing way. The picture shows an example.



STEP 8 – The box can also be covered with felt material or crepe paper, using a stapler.

STEP 9 – Cut-out pictures or designs of felt or paper could then be attached to the felt background.

STEP 10 – Go to your instructor and get the handout, "Scenery for a Fashion Show."



STEP 11 – Scenery should go along with the theme of the fashion show. On the handout are listed suggested "Themes" and "Scenery" that would go along with the theme. Read the handout.

Check Point

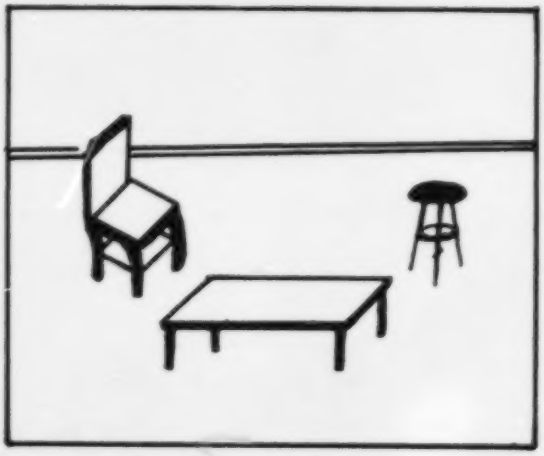
Get the handout for the Checkpoint for Objective I from your instructor. Read each statement. Without looking in the programmed text, complete the statements by filling in the blanks with the correct word or words.

After you have filled in the blanks, go back to your instructor and ask to see the master to check your answers.

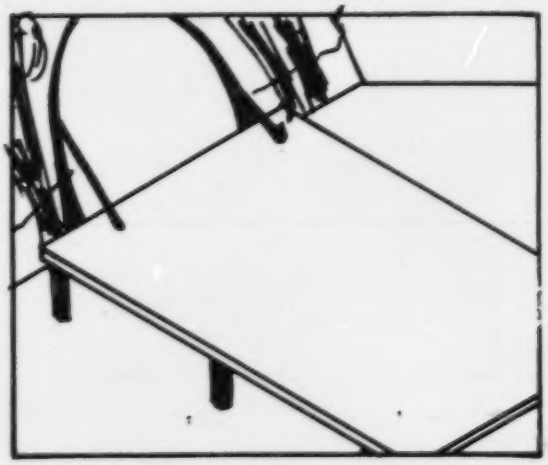
If your answers are correct, go on to the next objective. If they are wrong, redo the steps to the checkpoint.

Instructional Objective II

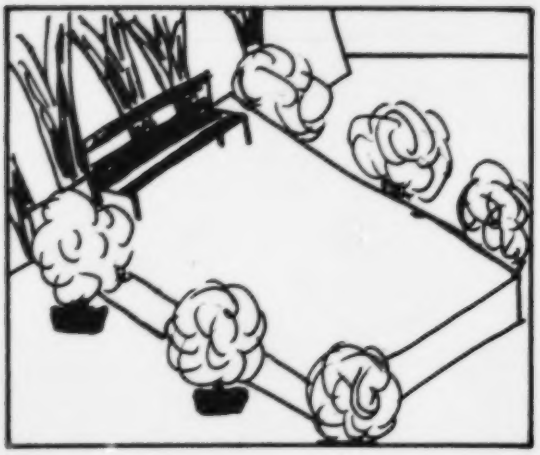
Given a theme, the student will list what props could be used to go along with that theme.



STEP 1 – Props are movable items that are usually placed on or beside the stage or runway. They are placed in an attractive way, but out of the walking area of the models. Some props can be used with many themes, such as furniture – chairs, stools, and tables.

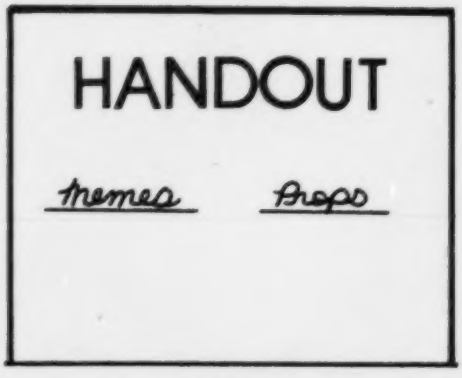


STEP 2 – Archways, ladders, and mirrors can also be used with almost any theme.



STEP 3 – For a spring theme, potted plants, artificial trees, and park benches might be used as props.

STEP 4 – Go to your instructor and get the handout for "Props for a Fashion Show."



STEP 5 – Props should go along with the theme and scenery of the fashion show. On the handout are listed suggested "Themes" and "Props" that would go along with the theme. Read the handout.

Check Point

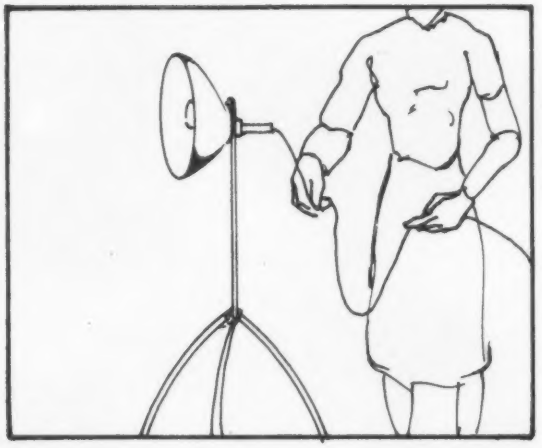
Get the handout for the Checkpoint for Objective II from your instructor. Without looking in the programmed text, complete the statement by filling in the blanks with the correct word or words.

After you have filled in the blanks, go back to your instructor and ask to have your answers reviewed.

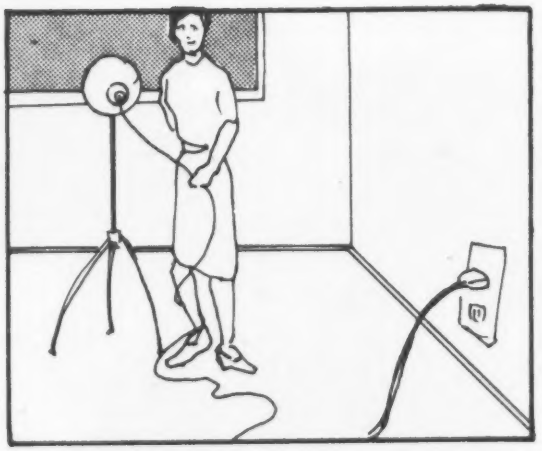
If your answers are correct, go on to the next objective. If they are wrong, redo the steps to the checkpoint.

Instructional Objective III

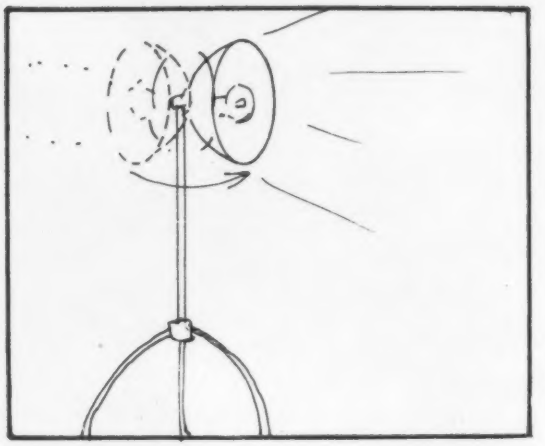
The student will be able to operate a spotlight and to follow a walking person with the light.



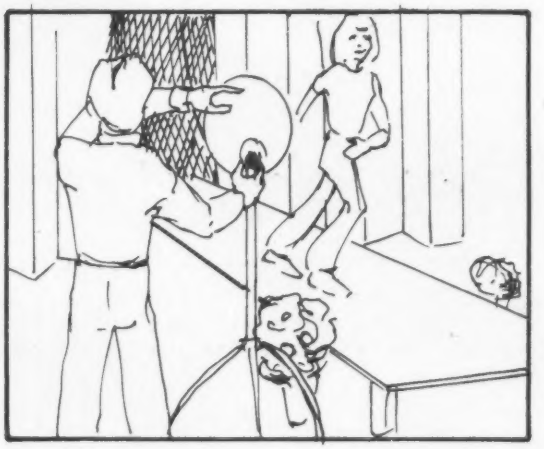
STEP 1 – Go to your instructor and get one of the spotlights.



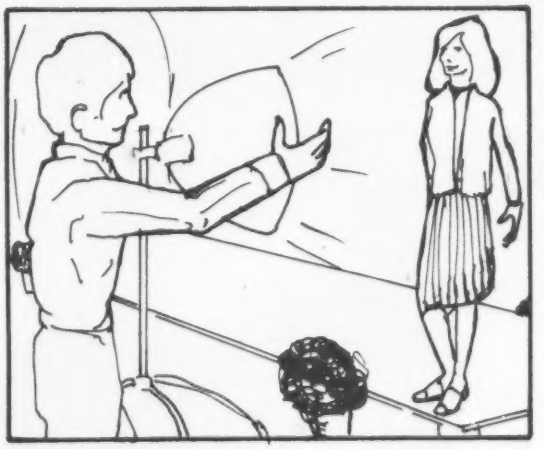
STEP 2 – Plug it into a receptacle as you would other lamps.



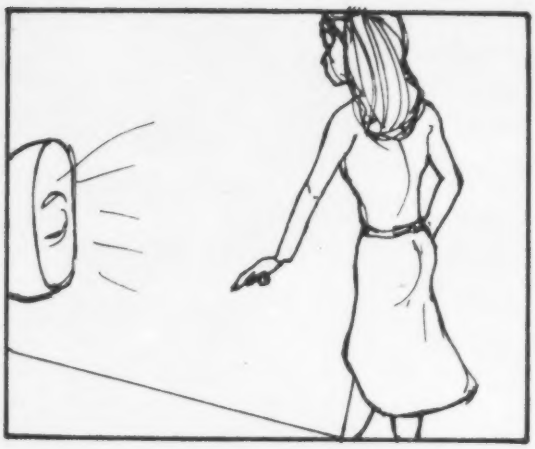
STEP 3 – The spotlight that you have is on a swivel base. The light will turn in different directions.



STEP 4 – A spotlight is used in a fashion show to attract attention to the model as the clothes are shown.



STEP 5 – It is important to follow the movement of the model as the clothes are being shown.



STEP 6 — Ask a fellow student to walk down the runway as you practice following that student with the light.

Check Point

Ask your instructor to observe you as you operate the spotlight, following a fellow student who is walking on the runway.

If your instructor says you are operating the spotlight incorrectly, redo the steps to the checkpoint.

PART C
THEME, COMMENTARY, AND MUSIC

INTRODUCTION

The type of clothes to be shown in a fashion show will determine what the theme is going to be. The theme is an idea that is carried throughout the show. The commentary is what is said about each item of clothes as the model shows them. Music is used in a fashion show to add interest and carry out the theme.

Perhaps you have attended a fashion show and noticed the theme or idea that was used during the entire show. You may also have listened to what the person said during the show. In this activity you will learn about different themes, about writing commentary, and about background music that can be used in presenting a fashion show. This will help you understand what a fashion coordinator must do to prepare for a fashion show.

GOALS

1. The student will become familiar with several different types of themes that may be used in a fashion show.
2. The student will become familiar with commentary used in a fashion show.
3. The student will become familiar with types of music used for different fashion shows.

DIRECTIONS

1. Start by reading Objective I and then follow the steps to complete the objective.
2. Complete the checkpoint before going on to the next objective.
3. If you cannot complete the checkpoint, redo the steps and try again before asking for help.
4. Do not make any marks in the programmed text.

MATERIAL

At your station you should have the following items:

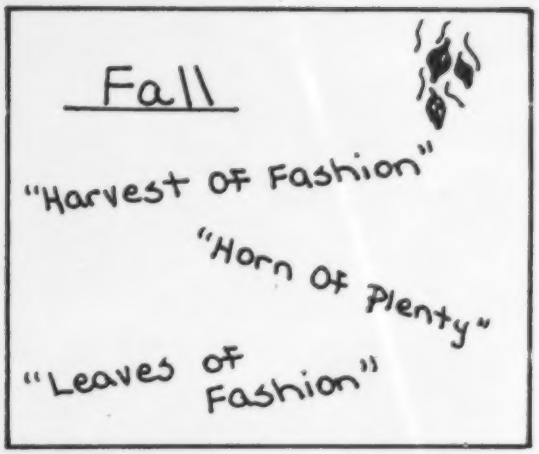
-- A Student Activity Guide, Part C, Theme, Commentary, and Music

Instructional Objective 1

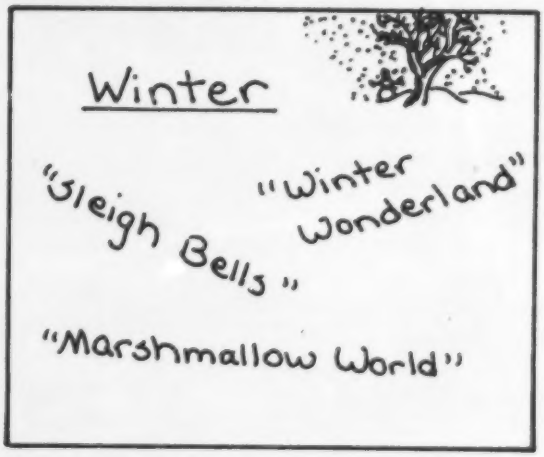
The student will decide upon a theme that goes along with clothes that are to be shown in a fashion show.

STEP 1 – The ideas for themes can come from many different sources. One source may be the seasons of the year. For spring you may decide upon ideas that relate to spring.

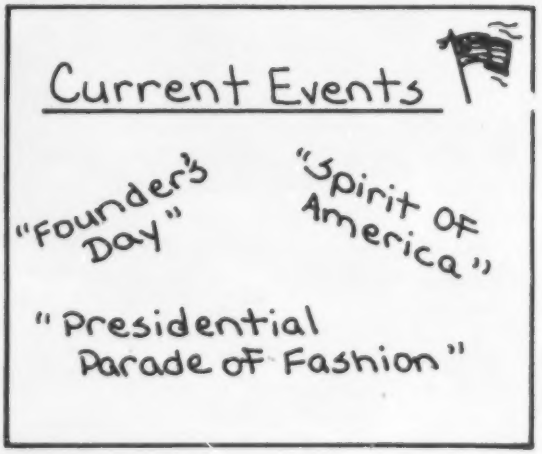
STEP 2 – For summer, you may decide upon ideas that relate to summer.



STEP 3 – For fall, you may decide upon ideas that relate to fall.

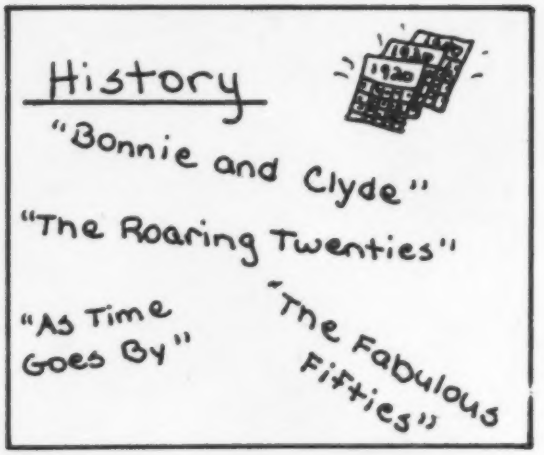


STEP 4 – For winter, you may decide upon ideas that relate to winter.



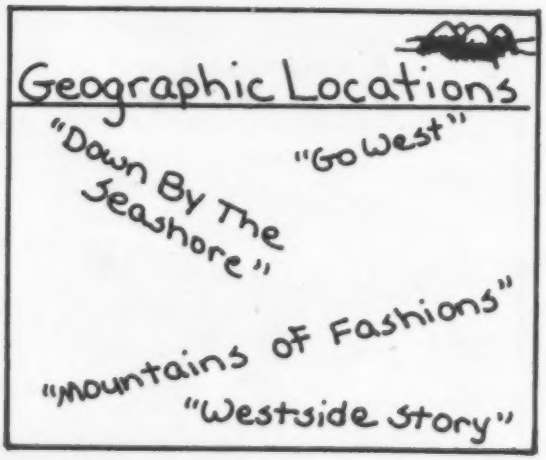
STEP 5 – Ideas for fashion show themes could come from events taking place in your community or country.

STEP 6 – from motion pictures, plays, or songs,



STEP 9 – from history.

STEP 7 – from sports or sporting events,



STEP 8 – from different geographic locations,

Check Point

Get the handout for the Checkpoint for Objective I from your instructor. Without looking at the programmed text, complete the statements by filling in the blanks.

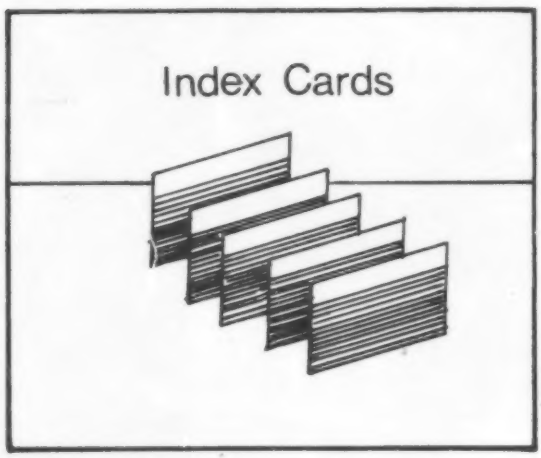
After you have filled in the blanks, ask your instructor to check your answers.

If your answers are correct, go on to the next objective. If they are wrong, redo the steps to the Checkpoint.

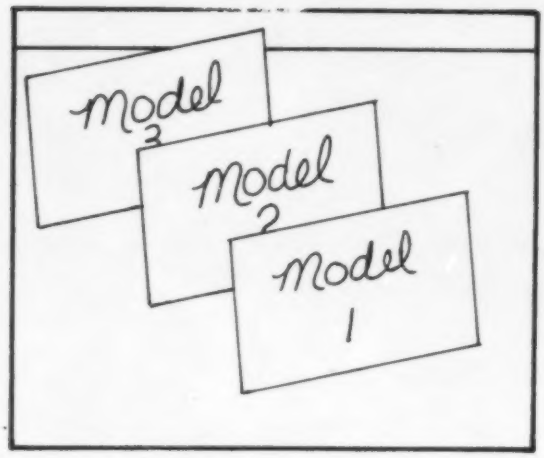
Instructional Objective II

Given a theme for a fashion show and an outfit of clothing, the student will write a paragraph that describes that outfit.

STEP 1 – The opening remarks in a fashion show are part of the commentary. This should be an introduction to the show and give an idea of what is to follow. Go to your instructor and get the handout "Commentary – Opening Remarks." Read the handout.

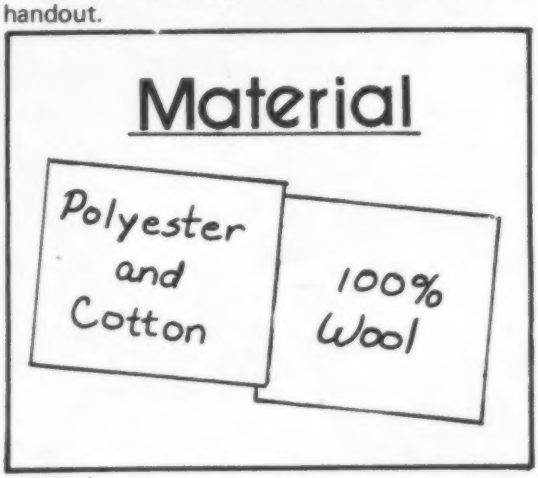


STEP 2 – Following the opening remarks, the commentator begins describing the clothes that are modeled. It is a good idea to write the commentary for each outfit on a separate card.

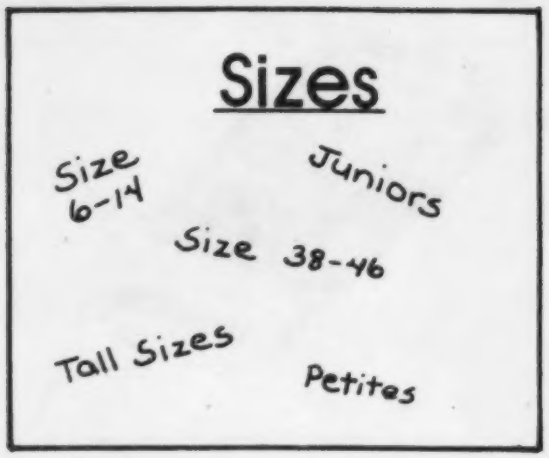


STEP 3 – Right before the show, the cards can be put in the proper order.

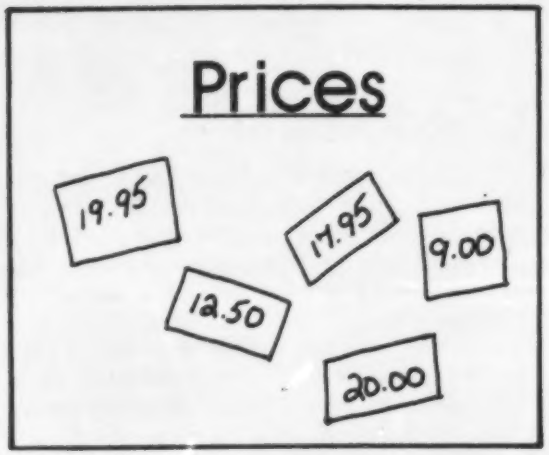
STEP 4 – Begin the commentary of each outfit by describing it in an interesting way. Go to your instructor and get the handout, "Suggested Clothing Descriptions." Read the handout.



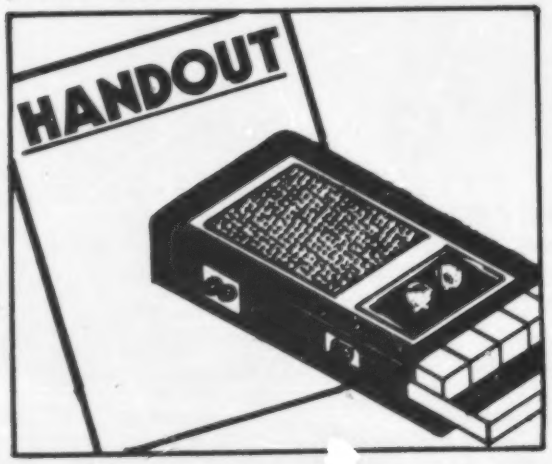
STEP 5 – Each description should include something about the material from which the outfit is made.



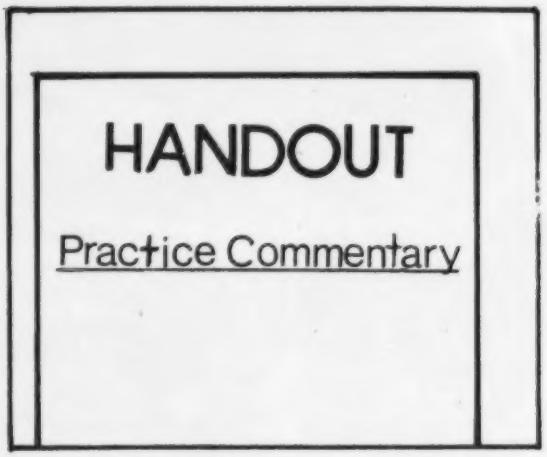
STEP 6 – Each description should include available sizes of that outfit.



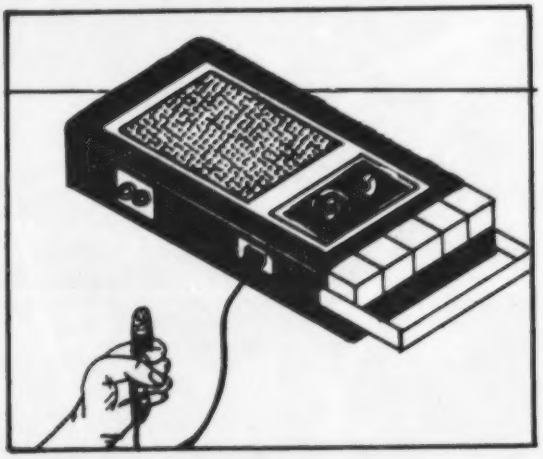
STEP 7 – Each description should include prices of the outfit.



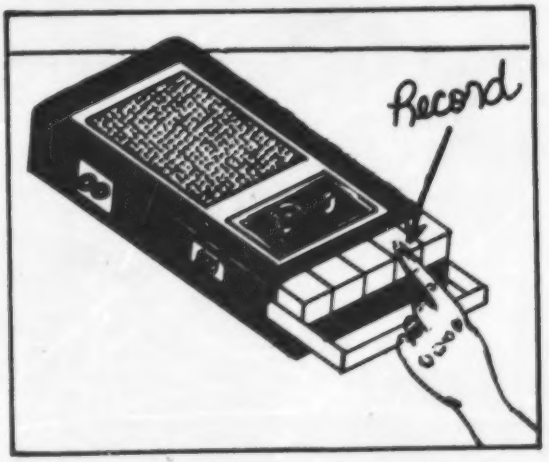
STEP 8 – When reading the commentary, you should be enthusiastic and speak slowly and clearly. Go to your instructor and get the cassette recorder and the handout, "Practice Commentary."



STEP 9 – Read the handout so that you will be familiar with the words.



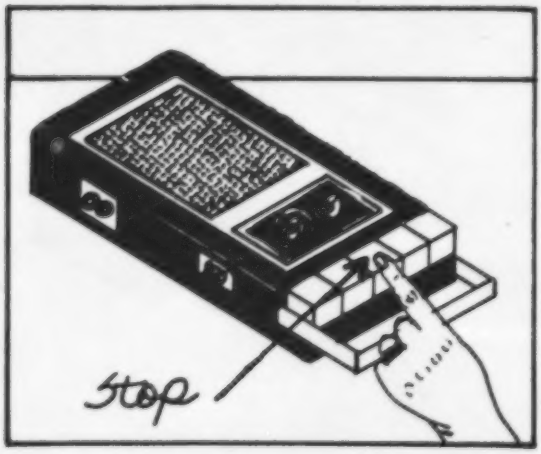
STEP 10 – Practice reading the commentary by using the tape recorder. Make sure the microphone is connected to the recorder.



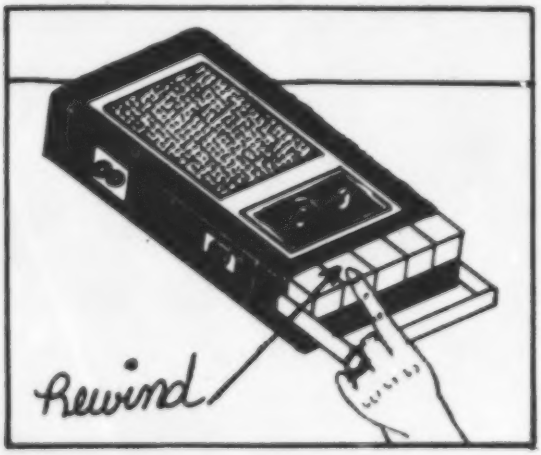
STEP 11 – Push the "Record" button on the tape recorder.

47

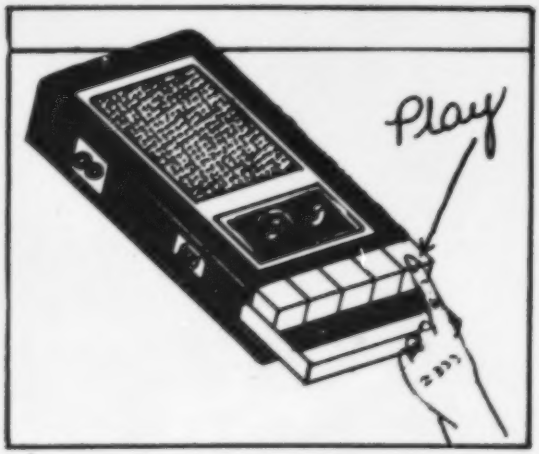
STEP 12 – Hold the microphone close to your mouth and read the Practice Commentary.



STEP 13 – When you have finished reading the commentary, push the "Stop" button.



STEP 14 – Push the "Rewind" button until the tape stops.



STEP 15 – Push the "Play" button and listen to what you just recorded.

Check Point

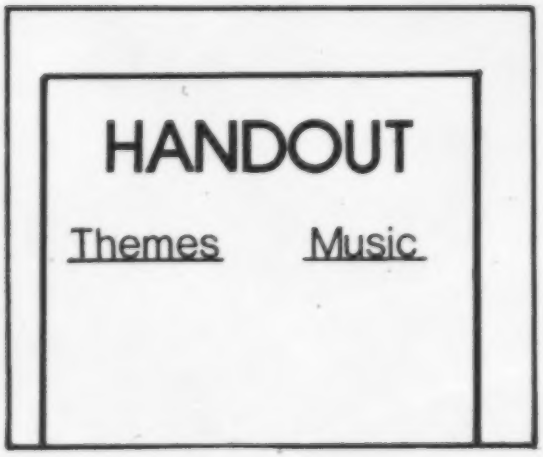
Go to your instructor and get the handout for the Checkpoint for Objective II. Without looking at the programmed text, complete the commentary as described on the handout. Record what you have written on the tape player.

After you have written and recorded the commentary, ask your instructor to listen to your recording. If your commentary is wrong, redo the steps to the Checkpoint. If it is correct, go on to the next objective.

Instructional Objective III

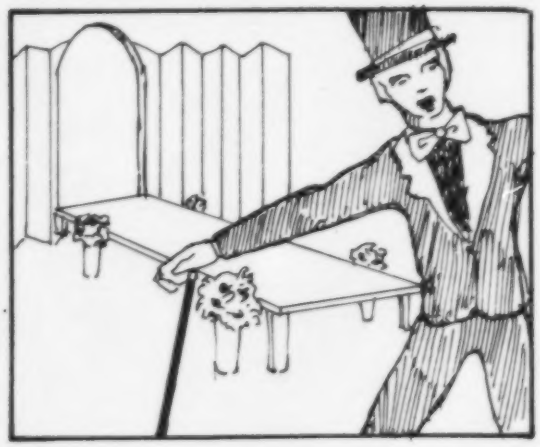
The student will list appropriate types of music for a fashion show theme.

STEP 1 – Music can be an important part of a fashion show and should go along with the theme that is selected. Background music is usually recorded and played during the show. Go to your instructor and get the handout, "Music for a Fashion Show."

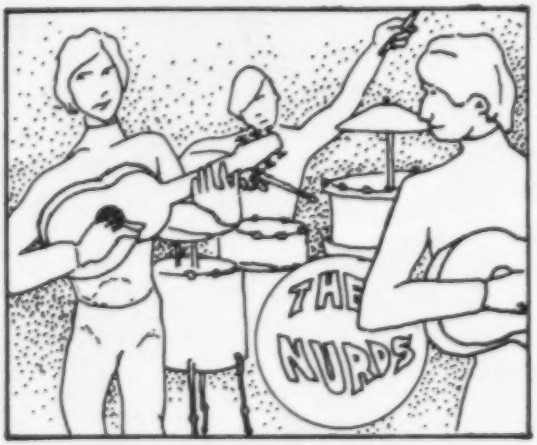


STEP 2 – The handout lists different themes and suggested music. Read the handout.

STEP 3 – A tape player or recorder player may be used to furnish the background music for the show.



STEP 4 – Music in the fashion show may also include entertainment. This is usually performed sometime before or during the show when the models are not on the runway. Someone may sing.



STEP 5 – A band or musical group may play several songs.

Check Point

Go to your instructor and get the handout for the Checkpoint for Objective III. Without looking at the programmed text, complete the statement by filling in the blanks.

After you have filled in the blanks, ask your instructor to check your answers.

If your answers are incorrect, redo the steps to the Checkpoint.

PART D
PUBLICITY AND PROGRAMS

INTRODUCTION

In order for a fashion show to be a success, you must inform people about the event. Publicity is using different ways to tell people about the fashion show. Prepared programs for the show are given out to those people who attend. Programs also tell about the fashion show.

You may have seen or heard information about a fashion show and wanted to attend. You also may have attended a show and may have been given a program describing what the show was about. In this activity, you will learn several ways to publicize a fashion show and how to make a program for the show. This will give you some idea of what a fashion coordinator and advertising employees do to prepare for a fashion show.

GOALS

1. The student will become familiar with several ways to publicize a fashion show.
2. The student will become familiar with the type of programs used for a fashion show.

DIRECTIONS

1. Start by reading Objective I and then follow the steps to complete the objective.
2. Complete the Checkpoint before going on to the next objective.
3. If you cannot complete the objective, redo the steps and try again before asking for help.
4. Do not make any marks in the programmed text.

MATERIALS

At your station, you should have the following items:

- A Student Activity Guide, Part D, Publicity and Programs
- Poster paper
- Pencils, felt markers, or paints

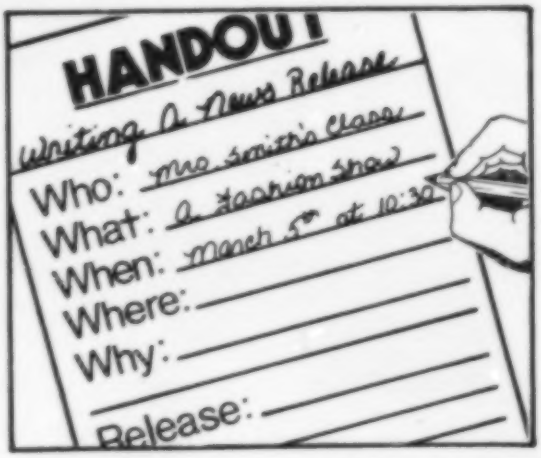
Instructional Objective 1

The student will write a news release to publicize a fashion show.

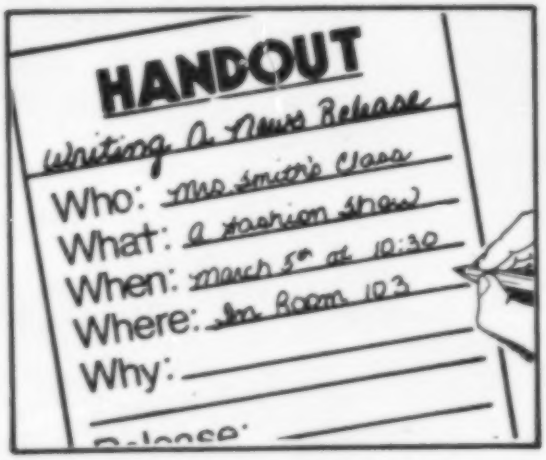
STEP 1 – All publicity must include WHO, WHAT, WHEN, WHERE, and WHY or HOW. Go to your instructor and get the handout, "Writing A News Release."

STEP 2 – On the blank beside the word WHO, write "Mrs. Smith's class."

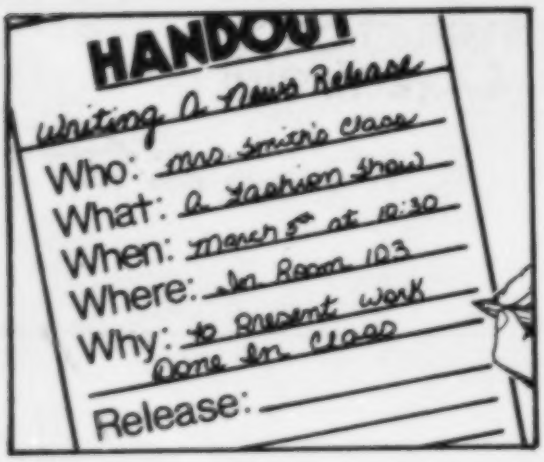
STEP 3 – On the blank beside the word WHAT, write "A Fashion Show."



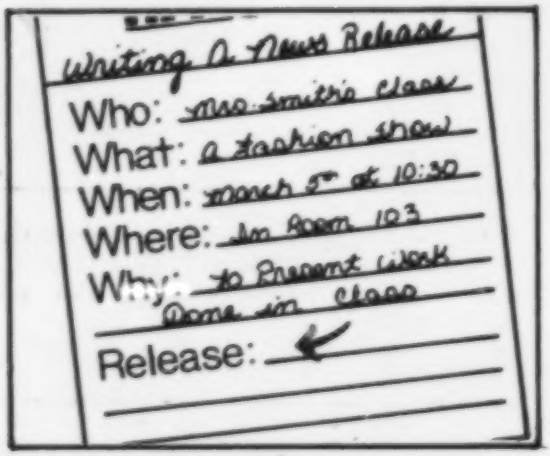
STEP 4 – On the blank beside the word WHEN, write "On March 5 at 10:30."



STEP 5 – On the blank beside the word WHERE, write "Room 103."



STEP 6 – On the blank beside the word WHY, write "To present work done in class."


Writing A News Release
Who: Mrs. Smith's Class
What: A Fashion Show
When: March 5th at 10:30
Where: In Room 103
Why: to Present Work Done in Class
Release:

STEP 7 – The paragraph at the bottom of the handout shows the same information written in the form of a news release. This could be used in a school newspaper or read as an announcement.

Check Point

Go to your instructor and get the handout for the Checkpoint for Objective I. Complete the Checkpoint following the instructions on the handout.

After you have completed the Checkpoint, ask your instructor to check your work.

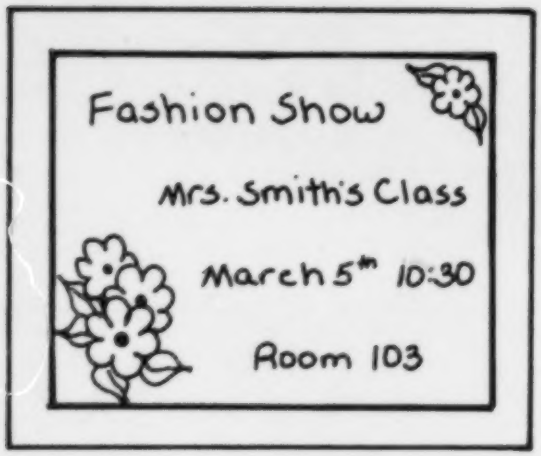
If your work is correct, go on to the next objective. If your work is wrong, redo the steps to the Checkpoint.

Instructional Objective II

The student will design a poster to promote a fashion show.

STEP 1 – Posters may be used to announce fashion shows. They can be put on walls, store windows, or other places people pass by.

STEP 2 – The information written on a poster should include WHO, WHAT, WHEN, and WHERE.



STEP 3 – The poster should go along with the theme of a fashion show. The picture shows a poster with flowers drawn for a spring theme.

STEP 4 – Use felt markers or paints to add color to the posters.

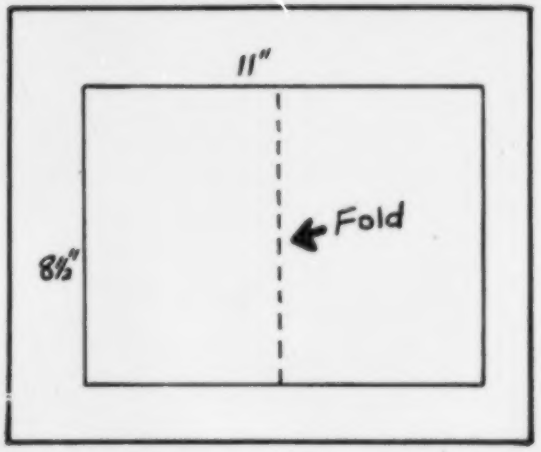
Check Point

Go to your instructor and get the handout of the Checkpoint for Objective II. Complete the Checkpoint following the instructions on the handout.

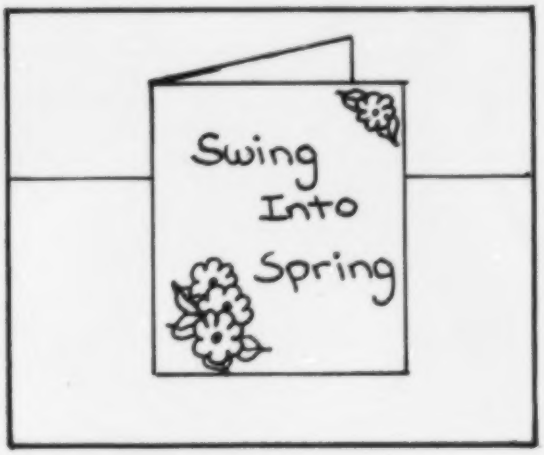
After you have completed the Checkpoint, ask your instructor to check your work. If your work is correct, go on to the next objective. If your work is wrong, redo the steps to the Checkpoint.

Instructional Objective III

The student will list the information needed on a program for a fashion show.

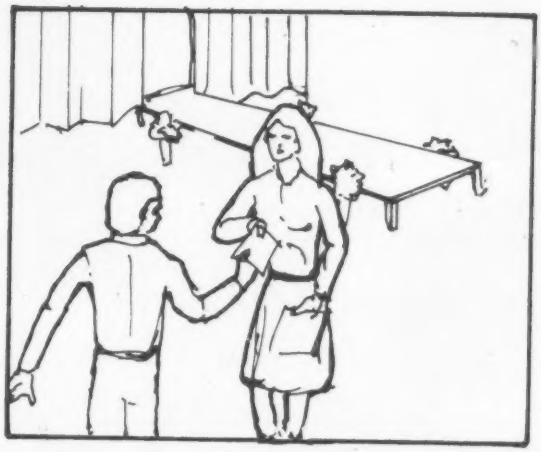


STEP 1 – The program can be a simple sheet of 8½ x 11 inch (21.59 x 27.94 cm) paper folded once. The information can be duplicated.

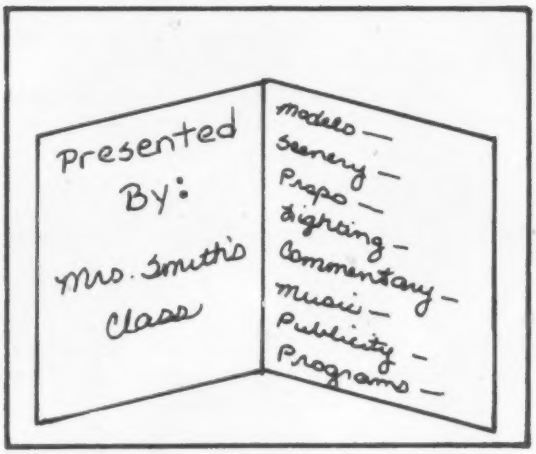


STEP 2 – The cover of the program should tell the theme of the fashion show. A picture on the front is attractive.

STEP 3 – The information inside the program should list the name of the group who is presenting the show.



STEP 5 – Programs are given out to the people as they come into the room or building to see the fashion show.



STEP 4 – The names of the people involved in the show should be listed. This includes people who have worked with Modeling, Scenery, Props, Lighting, Commentary, Music, Publicity, and Programs.

Check Point

Go to your instructor and get the handout of the Checkpoint for Objective III. Complete each statement by filling in the blanks with the correct word or words.

After you have filled in the blanks, go back to your instructor and ask to see the master to check your answers.

If your answers are wrong, redo the steps to the Checkpoint.

OCCUPATIONAL DESCRIPTIONS

739.361-010 DISPLAY MAKER (signs) experimental-display builder; model maker.

Designs, fabricates, assembles, or installs displays, exhibits, and models of point-of-sale displays: Designs displays or exhibits from pictures or sketches, or according to verbal instructions from customer. Lays out, cuts, shapes, and finishes wood, plastic, plexiglass, sheet metal, and hardboard parts of displays, using woodworking machines, metal machines, and handtools, according to drawings or blueprints. Cuts glass to specified shape with glasscutter. Assembles parts with nails, screws, bolts, and glue, using handtools. Confers with designer, customer, or salesperson regarding refinements, additions, and adjustments. May disassemble display to make working drawings for production run and to produce estimates for accounting and sales departments. Reassembles and sends to prospective customer. May wire display for illumination, audio, or video. May travel and set up display on designated site. May specialize in making diorama models and be designated DIORAMA MODEL-MAKER (signs).

297.667-010 MODEL (garment; ret. tr.; whole. tr.) fashion model; house model.

Models garments, such as dresses, coats, underclothing, swimwear, and suits, for garment designers, BUYERS (profess. & kin.), sales personnel, and customers: Dresses in sample or completed garments. Stands, turns, and walks to demonstrate features, such as garment quality, style, and design, to observers at fashion shows, private showings, and retail establishments. May inform prospective purchasers as to model, number, and price of garments and department where garment can be purchased. May select own accessories. May be designated according to size of garment modeled. May model for PHOTOGRAPHER, STILL (profess. & kin.) [MODEL, PHOTOGRAPHERS' (any ind.)]or for ILLUSTRATOR (profess. & kin.) [MODEL, ARTISTS' (any ind.)].

SALESPERSON (ret. tr.; whole. tr.) sales agent; sales associate.

Sells merchandise to individuals in store or showroom utilizing knowledge of products sold: Greets customer on sales floor and ascertains make, type, and quality of merchandise desired. Displays merchandise, suggests selections that meet customer's needs, and emphasizes selling points of article, such as quality and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. May wrap merchandise for customer. May take inventory of stock. May requisition merchandise from stockroom. May visit customer's home by appointment to sell merchandise on shop-at-home basis. Classifications are made according to products sold as SALESPERSON, AUTOMOBILE ACCESSORIES (ret. tr.; whole. tr.); SALESPERSON, BOOKS (ret. tr.); SALESPERSON, SURGICAL APPLIANCES (ret. tr.).

185.157-010 FASHION COORDINATOR (ret. tr.) fashion stylist.

Promotes new fashions and coordinates promotional activities, such as fashion shows, to induce consumer acceptance: Studies fashion and trade journals, travels to garment centers, attends fashion shows, and visits manufacturers and merchandise markets to obtain information on fashion trends. Consults with buying personnel to gain advice regarding type of fashions store will purchase and feature for season. Advises publicity and display departments of merchandise to be publicized. Selects garments and accessories to be shown at fashion shows. Provides information on current fashions, style trends, and use of accessories. May contract with models, musicians, caterers, and other personnel to manage staging of shows. May conduct teenage fashion shows and direct activities of store-sponsored club for teenagers.

162.157-018 BUYER (profess. & kin.) broker.

Purchases merchandise or commodities for resale: Inspects and grades or appraises agricultural commodities, durable goods, apparel, furniture, livestock, or other merchandise offered for sale to determine value and yield. Selects and orders merchandise from showings by manufacturing representatives, growers, or other sellers, or purchases on open market for cash, basing selection on nature of clientele, or demand for specific commodity, merchandise, or other property, utilizing knowledge of various articles of commerce and experience as buyer. Transports purchases or contacts carriers to arrange transportation of purchases. Authorizes payment of invoices or return of merchandise. May negotiate contracts for severance of agricultural or forestry products from land. May conduct staff meetings with sales personnel to introduce new merchandise. May price items for resale. May be required to be licensed by state. May be identified according to type of commodities, merchandise, or goods purchased.